This Adapted Literature resource is available through the Sherlock Center Resource Library.

The text and graphics are adapted from the original source. These resources are provided for teachers to help students with severe disabilities participate in the general curriculum. Please limit the use and distribution of these materials accordingly.
Last Monday was an average day.
It wasn't odd or weird—
till numbers all around our town
completely disappeared.

Last Monday was an average day. It was not odd or weird.

Until numbers all around our town went missing.
They zoomed away in one big SWOOSH and left a total mess.

The problems we are having now are simply numberless.

The numbers went lost and left a big mess. The problems we were having were big and bad.
We try to write more numbers down with pencil, chalk, and pen.

But even when we think they are written down, they slip away again.

The town people tried to write numbers with pencils, chalk, and pens. Even when we thought and wrote the numbers went away.
So none of us can count amounts, add numbers, or subtract. And nobody can multiply. THAT is just a fact!

So nobody can count numbers, add numbers, or subtract. And nobody can multiply and that was just that.
We HAVE to find our numbers. They could be anyplace.

The towns people had to find their numbers. They were lost!
The best detective in our town was working to fix the problem.

The best detective in our town is working on the case.

Lots of nuts... but no numbers.
Our teams don't bother playing sports
like football anymore.

What's the point of playing games
if you can't keep the score?

HOME?  GUEST?

The towns sports teams could not play. What would be a game without a score?
The TV channels left for good. We tossed out our remotes. And no one gets elected here since we can't count the votes.

Who is our new mayor? Nobody knows!

Channel? News

We threw out our controllers.

Nobody in town can vote because we cannot count our votes.
Our piggy banks are full of coins to spend on something nice. But money has no value now, and nothing has a price.

Our piggy banks are full of coins to spend on gifts. But our money cannot be used because there are no numbers.
We can't send mail or packages by truck or boat or air.

Without the right address and stamp, they can't go anywhere.

We cannot send mail or packages by truck or boat or plane. Without the address and stamp, they do not go anywhere.
Should we wake up? Or go to bed?
When should we come or go?

Because our clocks can't tell the time,
we have no way to know.

No numbers for hours.

Should we wake up? Or go to bed? When should we come and go? Because our clocks cannot tell time, we do not know.
Who can tell the date? It could be April, May, or June. Our calendars have empty squares. So who can tell the date?
I hope my birthday's coming soon.
When will my party be?

She's still a calf.
We wish we knew, what an emergency!
or more than read them again.

We will keep them for a year.

say when they are late. We checked out books from the library long ago. It is difficult to

we checked these books out long ago.

The Complete Compost

The Life of a Thing

A Can of Worms

Speed Reading

Book Worms

Easy Gardening for Beginners


We'll keep them for a year or more.

it's hard to say quite when.

get a new job.

in the middle of things.

the thing about books.
Our dinner tastes peculiar, but it isn't Daddy's fault.

His cookbook has no quantities—he put in too much salt!
The buttons on the phone are blank.

I can't call anyone!

The phone book is no help at all.

This isn't any fun.

Who is this?!

No phone numbers.

The buttons on the phone are missing. We cannot call anyone. The phone book is no help at all, because there are no numbers.
Computers stay asleep all day.
They will not operate.

The calculators are upset.
They cannot calculate.

The computer does not work.
The calculators are mad, because they cannot calculate.
How tall am I? What do I weigh?
And what's my temperature?
Without a way to measure things,
we just don't know for sure.

I think I have a fever.

How tall am I? What do I weigh? And what is my temperature?
Without a way to measure, we do not know.
Our hats and boots don't seem to fit and neither do our shoes. If we can't tell what size they are it's very hard to choose.

No sizes. So where did the numbers go?

Our hats and boots do not seem to fit and neither do our shoes. We cannot tell what size they are so it is hard to choose.
The workers who are building things are in a frightful fix. This brand-new house is nothing but a crooked stack of sticks.

I can't build anything if I can't measure first!

The workers who are building houses are angry. Their houses are crooked because we have no numbers.
Can our detective solve this case?
It's very hard to wait.
Our numbers must be rescued soon,
before it's way too late!

What's that thing on the hill?
Let's go see—hurry up!

Can our detective fix this number problem? It is difficult!

Our numbers must be found soon before it is too late.
Our detective has found the number thief and his number vacuum. He asked the thief "What do you think you were doing?"
To make the longest number that the world will ever see, I've been collecting numerals to reach INFINITY.

"I was trying to make the longest number the whole world could see. I have been collecting numbers to reach infinity."
Here's a ONE and there's a TWO,  
a THREE and now a FOUR.  
But math will be impossible  
till we get several more.

Here is one and two and three and four. Math will be difficult we have to get more numbers.
FIVE's arrived, a SIX and SEVEN.
EIGHT and NINE, hello!
And last, but not the least of all we welcome back ZERO!

I made the numbers blow out again!

a 5 & 6 & 7 8 & 9 🍦
A five and six and seven. Eight and nine hello!

At last, welcome back 0.
It's time for us to celebrate!
We missed math every day.
Our numbers are at home again.
Math is here to stay—HOORAY!

Now I remember.
I'm 8 years old!

It is time to celebrate.
We missed math everyday.
Our numbers are home again.
HIP HIP HOORAY!
Guide for Teaching:
This book is appropriate for students who have various levels of communication skills.

Reading: Receptive Language
- Nonverbal students: This book has been designed with all pictures to allow the student to recognize words through the recognition of pictures. It also includes the book pictures to allow the child to view the actual pictures as well which will help with comprehension of the story. Before reading this story, a student should be given vocabulary pictures to introduce them to pictures they are not familiar with.
- Verbal students: This book allows a child with verbal skills to read the words from the book using the pictures above each word. They can practice word recognition through pictures. Verbal children can also practice saying the words to have independence while reading. The pictures will allow access to the story for words children do not recognize.

Writing: Expressive Language
- For this book, questions have been created to allow students who are verbal and nonverbal to answer using their prior knowledge and comprehension of the story. The questions have choice responses in order for the child to use word recognition and then answer the question. Some of the questions also require the child to express if they liked the story and what they use in their daily living that includes numbers. These questions can be answered by circling, dotting with a bingo dotter, pointing, or verbal answering.
- The book also includes sentences, punctuation, and rhyming which are writing components that are important for students to know.

Movement:
- This book has been put into a plastic project display. This allows for easier access to flip pages due to the thickness and accessibility of the plastic that each page is in. For a student who has motor or reflex issues, they will be able to turn the page by pushing their hand from one side to another. The pages do require a finger pinch to turn. Students will also take part in movement in order to answer the questions. The questions can be answered by using a writing device, a bingo dotter, or pointing to the answer. These three ways will encourage the child to grip, move their arms, and fingers. These minor movements allow for practice with motor skills.

Addends:
At end of book, there are sample worksheets for students to complete before, during, and after reading this story. This includes an activity to get students to think about how they use numbers daily and also two activities to check for comprehension after reading the story.
Before Reading

Which things have numbers?

Stove  Clock  fruit  coins  socks  television
dogs  shirt  computer  pan  Measuring Cups
ruler  refrigerator  desk  couch  cupboard
scale  shoes  phone  calendar  pen  pencil
Name:

During Reading

What went missing in the story?

123

shoes
numbers
animals

Who did the town get to find the missing numbers?

firefighter
detective
teacher

Could the sports teams play?

Yes
No
What were the piggy banks missing?
- money
- food
- home

The people could not send mail because there was no _____?
- stamp
- address numbers
- mailman

Could the people tell time?
- Yes
- No

What were their calendars missing?
- boxes
- books
- dates
Could the people make phone calls?

Yes   No

What two things did not fit people?

shoes   hats   cars

Who stole the numbers?

witch   123   number   thief

Did you like the story?

Yes   No
What daily items have numbers from the story?